

# **State of Idaho**

## ***Consolidated State Application Accountability Workbook***

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)**

**U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202**



**Idaho State Board of Education  
650 West State Street  
Boise, Idaho 83720-0037**

# **PART I: Summary of Required Elements for the State Accountability Systems**

## **Summary of Implementation Status for Required Elements of State Accountability Systems**

<b>Status</b>	<b>Idaho Statewide Assessment and Accountability Plan Element</b>	<b>Page</b>
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W	1.4 Accountability system provides <i>information in a timely manner</i> .	5
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### **STATUS Legend**

**F** – Final state policy

**P** – Proposed policy, awaiting Idaho State Board of Education approval

**W** – Working to formulate policy

Status	State Accountability System Element	Page
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**LEGEND**

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ADA	Average Daily Attendance
AYP	Adequate Yearly Progress
Board	Idaho State Board of Education
FERPA	Family Educational Rights and Privacy Act
Indicators	Assessment, participation rate, graduation rate, proficiency rate, additional academic indicator
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ISDE	Idaho State Department of Education
ISIMS	Idaho Student Information Management System
LEA	Local Education Agency (local school district)
LEP	Limited English Proficiency
NCES	National Center for Educational Statistics
NWEA	Northwest Evaluation Association
NWREL	Northwest Regional Education Laboratory
Plan	Idaho Statewide Assessment and Accountability Plan
SEA	State Education Agency

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**PART II:                    State Response and activities for Meeting State Accountability System Requirements**

**PRINCIPLE 1.        A single statewide Accountability System applied to all public schools and LEAs.**

**1.1        How does the State Accountability System include every public school and LEA in the State?**

Every Idaho public school and Local Education Agency (LEA) will be required to make Adequate Yearly Progress (AYP) and will be included in the Idaho Statewide Assessment and Accountability Plan (Plan). The Idaho State Board of Education (Board) created a citizen commission that has received public and professional input for the past two years for the purpose of creating the Plan. The requirement to participate will be specified in the Board approved Plan that will be included in Board policy by the end of calendar year 2003. The AYP determination for all public schools will be made during Summer 2003 based on the 2002-03 ISAT test scores.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula outlined in Idaho Code §33-1002 and governed by the Idaho State Board of Education outlined in Idaho Code §33-116 and Idaho Code §33-1001. For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district.

Students who attend alternative education programs as defined in Board policy shall be included in the state accountability system by having individual test scores aggregated in the results of the school/LEA of referral.

The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended the associated feeder school.

Within Idaho there are approximately 51 small schools that do not have a total of 34 students in the tested class levels. For those small schools, the Board and the Idaho State Department of Education (ISDE) will determine AYP using the total subgroup only and averaging the current year's Idaho State Achievement Test (ISAT) test scores plus scores from the previous two years to obtain a more consistent and reliable AYP decision.

**Evidence:**

Idaho Code §§33-116, 33-1001 and 33-1002

**1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?**

Idaho is a Title I Compliance Agreement state. As part of the Compliance Agreement, the Board created, approved, and implemented an Assessment Plan that will serve as the basis for development of annual measurable objectives determined by the computations for AYP. The baseline for AYP will be calculated using scores from the Spring 2003 administration of the ISAT). Achievement tests for grades 4, 8, and 10 were introduced in Spring 2003. Achievement tests for grades 3 and 7 will be introduced in 2004. Tests for grades 5 and 6 will be introduced in 2005. The system of assessment is defined in Idaho Administrative Code (IDAPA 08.02.03.111), Rules Governing Thoroughness, State Board of Education.

The Plan is under development and will be finalized in Idaho Administrative Code in the 2004 legislative session. It will include the state assessment, participation, graduation rate for high schools, and an additional performance measure, yet to be determined, that meets accountability standards required to meet the NCLB federal language. Under direction of the Board, ISDE will use the Plan to identify schools in need of improvement. In terms of accountability, the Board-approved Plan will propose that AYP determination be based on:

- An incremental increase of students in the aggregate and each subgroup scoring at proficiency. Scores from the Spring 2003 ISAT test will determine the baseline.
- A minimum of ninety-five percent (95%) of all students and each subgroup at the time of test-taking participating in the statewide assessment (ISAT or the Alternate Assessment.)
- A student performance rate for elementary and middle schools that is determined by the Board that indicates improvement by students over the rate from the preceding year. Student performance rate on the ISAT language arts test will be used as the measure for elementary and middle schools.
- A student graduation rate for high schools at or above a rate that will be determined by the Board or improvement over the rate from the preceding year.

All Idaho public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula outlined in Idaho Code §33-1002 and governed by the Idaho State Board of Education outlined in Idaho Code §33-116 and Idaho Code §33-1001. For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the

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definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district.

Students who attend alternative education programs as defined in Board policy shall be included in the Plan by having individual test scores aggregated in the results of the school/LEA of referral. Board policy for this provision will be developed in the next year.

The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school.

All students with disabilities in Idaho public schools as defined under Section 602(3) of the Individuals with Disabilities Education Act (IDEA) will participate in the Plan. The Individualized Education Program (IEP) Team will determine how students with disabilities will participate in the Plan. The Idaho Alternate Assessment will yield reading and mathematics assessment results for inclusion in AYP determination.

Students' scores from the Idaho Alternate Assessment will be aggregated with those from the ISAT for all students and each subgroup. The following process was developed to aggregate the scores from the Idaho Alternate Assessment with those from the ISAT for the school, LEA, and state results. (See Section 5.3.)

Idaho has identified four performance levels (See Section 1.3) for the ISAT. ISAT is comprised of custom-developed, computer-adaptive assessments that include multiple measures in the areas of reading and mathematics. The assessments were first administered in grades 4, 8, and 10 in 2003. Similar, grade-level appropriate tests will be introduced in grades 3, 5, 6 and 7 in 2003-2004 and 2004-2005. For AYP purposes, only the on-grade-level portion of the test is being used.

All of the required subgroups, including students with disabilities and LEP students, who are enrolled in a public school for a full academic year will be included in the performance measures that determine AYP and accreditation status of schools. (Board Policy will be developed in the next year).

**Evidence:**

Idaho Code §§33-116, 33-1001 and 33-1002

Idaho's Title I Compliance Agreement

Idaho Statewide Assessment and Accountability Plan (under development)

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**1.3 Does the State have, at a minimum, a definition of *basic, proficient, and advanced* student achievement levels in reading/language arts and mathematics?**

Idaho has defined four levels of student achievement for the ISAT: Advanced, Proficient\*\*, Basic, and Below Basic. A general description of each of the levels is listed below:

- **Advanced** Student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his/her current educational level.
- **Proficient** Student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently on all major concepts related to his/her current educational level.
- **Basic** Student demonstrates knowledge and skills usage but cannot operate independently on concepts and skills related to his/her educational level. Requires remediation and assistance to complete tasks without significant errors.
- **Below Basic** Student demonstrates a significant lack of knowledge and skills and is unable to complete basic skills or knowledge sets without significant remediation.

For each of the content standards in reading and mathematics, four levels of performance descriptors have been developed. Idaho will use the Proficient Level for Federal proficiency reporting.

All of the ISAT assessments will be aligned to the content standards and descriptors. Proficiency scores for each performance level at each grade level have been established and approved by the Board. These scores will be applied uniformly for all students in public schools, as outlined in this plan.

**\*\*Idaho has identified the proficient level as meeting the proficient level specified in *No Child Left Behind*.**

**Evidence:**

Idaho State Board of Education action March 2003  
Proposal for Alignment Study conducted by NWREL



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**1.4 How does the State provide accountability and adequate yearly decisions and information in a timely manner?**

Idaho will provide decisions about AYP in time for LEAs to implement the required provisions of *No Child Left Behind* before the beginning of the next academic year.

The Board is developing a policy that will require data input, scoring, and the reporting of results to schools and parents. For the purpose of determining AYP, the ISDE will ensure that results of the state academic assessment will be available to the LEAs in a timely manner. (See Chart 1.)

**Chart 1. Timeline**

Timeline	Activity
Mid-April to Mid-May Test Administration Window (annually)	Statewide Assessment Administration
The week following Test Administration will become the Make-Up Week (annually)	Statewide Assessment Make-Up window
At the end of the testing window (annually)	Collection of information on students enrolled for full academic year
Six to Eight Weeks from Assessment Administration	Assessment vendor required to provide assessment results to the Board
July (annually)	Schools receive assessment results
July (annually)	Schools will be notified of preliminary AYP status
No later than the first day of school	LEA notification to parents regarding school choice and supplemental services
No later than thirty days after preliminary identification of Schools/LEAs not meeting AYP (annually)	School/LEA Appeals Process Begins Challenged agency renders final determination in response to appeal

**Evidence:**

Idaho Statewide Assessment and Accountability Plan (under development)

**1.5 Does the Idaho State Accountability System produce an annual State Report Card?**

Idaho has published a state Report Card as required by Idaho Code §33-4502. Using the existing management information system, a NCLB Report Card for the state and LEAs will be published annually according to NCLB requirements for state reporting. LEAs are provided with a template, similar to the State Report Card, that they use to create a report for each school in the LEA. LEAs may create their own Report Card if they include at least the minimum dataset provided in the state template. Distribution of Report Cards is achieved through online access and hard copy distribution through existing media sources. Interested parties may contact ISDE or the LEA for hard copies of the Idaho Report Card.

ISDE coordinates management of information for all participating schools and all local boards of education. The Idaho Legislature passed legislation during the 2003 session to create an on-line Idaho Student Information Management System (ISIMS). It will be an on-line, interactive system that operates over a privately addressed Intranet. Standard data element definitions and codes will be used statewide.

ISDE collects the required information from participating school files for state and federal reporting and decision-making. The enrollment collection contains information about the enrollment of the student attributes such as active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, free/reduced lunch status, etc. This file is collected three times during the school year for NCLB purposes: mid-October, early February, and May (end of the testing window). Each participating school is required to verify the data submitted in the files to assure accuracy.

The 2004 Idaho Report Card will include information, in the aggregate, on student achievement at each proficiency level on the state academic assessment (ISAT) including the Idaho Alternate Assessment, disaggregated by

1. All students
2. Race/ethnicity
3. Gender
4. Disability
5. Migrant status
6. Limited English Proficiency status
7. Economically disadvantaged status

After the second year of ISAT test administration, the Report Card will include the most recent two-year results in student achievement in reading and mathematics performance levels. The percent of students not tested, graduation rates for secondary schools, and additional academic indicator for elementary/middle schools will be reported in aggregate for all subgroups.

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The professional qualifications of teachers in Idaho and the number of such teachers teaching with emergency or provisional credentials will be provided on the Idaho Report Card. The percent of classes not taught by highly qualified teachers will be disaggregated by high poverty compared to low poverty schools.

The Idaho Report Card will contain information on schools not making AYP according to NCLB, Section 1116. A listing of all schools that failed to make AYP for the year will be reported to the Board and LEAs.

The Idaho Report Card will be published for libraries and schools in print form and will be made available to the public on the ISDE website.

Statewide assessment results are provided to ISDE in August and the Idaho Report Card will be made available to schools prior to the first day of October. In 2004, the new assessment data will be available for publication in the Idaho Report Card and Idaho will then be fully compliant with the NCLB legislation.

While ISDE is operating under the Title I Compliance Agreement, they will report the following information by school, LEA, and state total:

ISAT- Total Basic Skills Scores

The percent of students scoring in each achievement level for each subgroup for the school

The percent of students scoring in each achievement level for each subgroup for the LEA

The percent of students scoring in each achievement level for each subgroup for the state

AYP Determination

Each subgroup will be evaluated to see if the statewide Assessment and Accountability Plan standard for assessment has been met. An indicator will indicate whether the school made AYP in all subgroups.

Participation Rate

Participation rate for each subgroup will be displayed by subgroup in each subject.

Additional Indicators

The graduation rate for high schools or an additional academic indicator for elementary/middle schools and LEA will be displayed (by subgroup) for 2003.

Teacher Quality

The number of teachers who are not highly qualified in that school.

The percent of certified teachers by level<sup>1</sup>

The percent of teacher assignments in area of expertise/missassigned<sup>1</sup>

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Interpretive Information

In addition to the numbers being reported in the NCLB Report Cards, explanatory/interpretive information will be provided.

ISDE currently produces the Idaho Report Cards for LEAs and the state. The requirements of this publication are included in Idaho Code 33-4502.

Trend data has been a part of the Idaho Report Card for several years. The trend data for the new assessments will be included as Idaho administers the test in future years.

**Evidence:**

Idaho State Code § 33-4502

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<sup>1</sup> See Idaho Report Card, page 9

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School Report Card

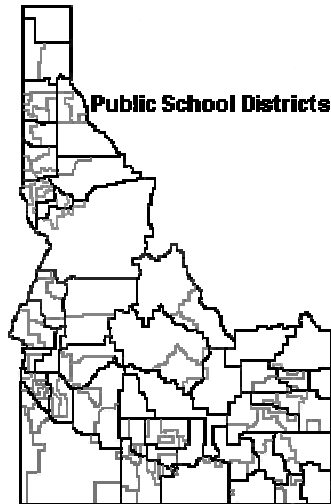
School Year :

2001-2002

Profile :

☒ State

☐ District



**STATE OF IDAHO**  
 Statewide Summary

State Department of Education  
 650 W. State St., PO Box 83720  
 Boise, ID 83720-0027  
 Dr. Marilyn Howard,  
 Superintendent of Public  
 Instruction  
 Phone : 208-332-6800



State Board of Education  
 650 W. State St., PO Box 83720  
 Boise, ID 83720-0037  
 Blake Hall, President  
 Phone: 208-334-2270

**Teacher Qualifications**

Certification	
Traditional	: 97.80 %
Letter of Authorization	: 0.53 %
Consultant Specialist	: 1.68 %
Assignment	
Teaching in area of expertise	: 98.32 %
Missassigned	: 1.68 %

Student Ethnicity			
Race	Male	Female	Total
White	44.50 %	41.51 %	86.01 %
Black	0.39 %	0.36 %	0.75 %
Hispanic	5.48 %	5.18 %	10.66 %
Native American	0.67 %	0.68 %	1.35 %
Asian	0.61 %	0.62 %	1.23 %
Total	51.65 %	48.35 %	100.00 %

**Percentage of students receiving  
 free and reduced-price lunch** 39.27 %

**Entire Report Card can be viewed at the following website: <http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp>**

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**1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?**

Idaho will use its current Plan as the basis for development of annual measurable objectives determined by the computations for AYP during the transition period of 2002-03. Beginning in 2002-2003, Idaho administered the ISAT assessments to determine AYP for Idaho school systems. The system of assessment is defined in Idaho Administrative Code (IDAPA 08.02.03.111), Rules Governing Thoroughness, State Board of Education.

Idaho's current statewide Assessment and Accountability Plan is reflected in a state accreditation system that includes rewards and sanctions for public schools and LEAs. The Plan is currently under development by a Board appointed citizen commission. The plan will be approved by the Board in 2003 and will prescribe consequences for schools/LEAs that do not meet accreditation standards. These consequences range from revision of the Unified School Improvement Plan or Unified County Improvement Plan to possible State takeover of the school or LEA. In addition, all Title I public schools and Title 1 districts are subject to the requirements of Section 1116 of NCLB. (See Chart 2: Idaho School Sanctions; and Chart 3: Idaho LEA Sanctions.)

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**Chart 2. Idaho School Sanctions**

Idaho School Sanctions		
Not Meeting AYP After	State School Statewide Assessment and Accountability Plan	Title I School Section 1116
Year 1	Recommend Unified School Improvement Plan (USIP) revision to address identified deficiencies	Recommend Unified School Improvement Plan and Title I Plan revision to address identified deficiencies
Year 2	Temporary Accreditation Status <ul style="list-style-type: none"> <li>• Revise USIP with improvement date certain (1-5 yrs)</li> <li>• Upgraded to Conditional Status when approved</li> <li>• State will provide assistance</li> </ul>	School Improvement <ul style="list-style-type: none"> <li>• Improvement Plan</li> <li>• 10% of Title I allotment identified for staff development</li> <li>• Technical Assistance (SEA &amp; LEA)</li> <li>• LEA must offer School Choice</li> </ul>
Year 3	Continue Conditional Status or be designated as Seriously Impaired if date certain not met <ul style="list-style-type: none"> <li>• State assigns Improvement Consultant Team</li> <li>• State may designate a Distinguished Educator to provide assistance</li> </ul>	School Improvement <ul style="list-style-type: none"> <li>• Previous year sanctions plus</li> <li>• Supplemental Services for eligible students</li> </ul>
Year 4	Continue Conditional Status or be designated as Seriously Impaired <ul style="list-style-type: none"> <li>• Schools revise USIP with a date certain</li> <li>• School Choice after 1 year as Seriously Impaired</li> </ul>	School Improvement <ul style="list-style-type: none"> <li>• Previous year sanctions plus</li> <li>• Corrective Action</li> </ul>
Year 5	Seriously Impaired Status <ul style="list-style-type: none"> <li>• Required State intervention with a monitor</li> </ul>	School Improvement <ul style="list-style-type: none"> <li>• Previous year sanctions plus</li> <li>• Develop a plan for Alternative Governance</li> </ul>
Year 6	Seriously Impaired Status <ul style="list-style-type: none"> <li>• State intervention and control which may include replacing the principal</li> </ul>	School Improvement <ul style="list-style-type: none"> <li>• Previous year sanctions plus</li> <li>• Implement Alternative Governance Plan</li> </ul>

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**Chart 3. Idaho LEA Sanctions**

Idaho LEA Sanctions		
Not meeting AYP after	State LEA Statewide Assessment and Accountability Plan	Title I LEA Section 1116
Year 1	Recommend Unified Local Improvement Plan revision to assist with school improvement	Recommend Unified Local Plan and Title I County Plan revision to assist with school improvement
Year 2	Recommend Unified Local Improvement Plan revision to assist with school improvement	LEA Improvement <ul style="list-style-type: none"> <li>• LEA Two-Year Improvement Plan</li> <li>• 10% Of Title I allotment for Staff Development</li> <li>• Technical SEA Assistance</li> </ul>
Year 3	LEA placed on Temporary Approval <ul style="list-style-type: none"> <li>• Revise ULIP with date certain set for improvement deadline</li> </ul>	LEA Improvement <ul style="list-style-type: none"> <li>• Previous Sanctions</li> </ul>
Year 4	LEA continues Conditional Approval or is placed on Nonapproval Status if the date certain is not met <ul style="list-style-type: none"> <li>• State of Emergency declared</li> <li>• LEA must pay for monitor of Seriously Impaired schools not meeting date certain</li> </ul>	LEA Improvement <ul style="list-style-type: none"> <li>• Corrective Action</li> </ul>
Year 5	LEA continues Conditional Approval or placed on Nonapproval <ul style="list-style-type: none"> <li>• State intervention at the LEA level possible</li> </ul>	LEA Improvement <ul style="list-style-type: none"> <li>• Corrective Action</li> </ul>
Year 6	LEA continues Conditional Approval or placed on Nonapproval <ul style="list-style-type: none"> <li>• State intervention at the LEA level possible</li> </ul>	LEA Improvement <ul style="list-style-type: none"> <li>• Corrective Action</li> </ul>



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**Suggested Rewards (Subject to final Board approval)**

*Exemplary status* is issued to a public school when the measure of the school's student and school performance and progress substantially exceeds the proficient level performance on the standards adopted by the Board. ISDE also recognizes *exemplary programs* in individual schools or LEAs that contribute to outstanding student performance. Title I schools that exceed the Idaho performance standards are recognized as Idaho Distinguished Schools. Recognition for each school's exceptional performance will include a formal presentation of a Certificate of Merit attended by the Board president and other distinguished education proponents.

**Evidence:**

Idaho Board of Education Rule

Idaho Title I Compliance Agreement

Idaho Request for Proposal for Supplemental Services Providers

State of Idaho - Approved List of Supplemental Services Providers

**PRINCIPLE 2. All students are included in the State Accountability System.**

**2.1 How does the State Accountability System include all students in the State?**

All Idaho public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination using data collected through the data gathering at the Bureau of Technology Services within ISDE. The 2003 Idaho Legislature passed legislation that facilitates the development of ISIMS. This system will be the statewide management system for all public schools and LEA school systems. The system will provide an on-line interactive management information system for the management of student information such as scheduling, grades, and attendance along with financial applications (financial accounting, payroll, personnel, fixed assets, and warehousing). All Idaho public schools use standard codes and definitions for data entry. ISDE extracts data for state and federal reporting from these active files. Every student enrolled in Idaho schools will have a record in ISIMS. Every student in Idaho will have assessment results that will be imported into the ISIMS data files. This process will allow student records to be disaggregated for AYP determination.

ISIMS will not be completely operational for approximately two years. Until that time, the existing web-based data collection system will be used to collect data for all subpopulations included in NCLB requirements. This data will be included in reports prepared by ISDE, Bureau of Technology Services, to create reports for the schools, LEAs, and state for AYP determination.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula outlined in Idaho Code §33-1002 and governed by the Idaho State Board of Education outlined in Idaho Code §33-116 and Idaho Code §33-1001. For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district.

For all students in every participating school and LEA within Idaho, all data regarding assessment, participation rate, other academic indicator and/or graduation rate is collected for each student through the existing web-based system and will be used for reporting school, LEA, and state accountability results.

Students in alternative education programs as defined in the Plan are included in the Plan by having individual test scores aggregated in the results of the school and LEA of referral.

The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended the associated feeder school.

All Idaho school students with disabilities as defined under section 602(3) of the Individuals with Disabilities Education Act (IDEA) amendments of 1997 and Board policy will participate in the Plan. The Individualized Education Program (IEP) team will determine how students with disabilities will participate in the Plan (i.e., ISAT or Idaho Alternate Assessment Program) as defined in Board policy. The Idaho Alternate Assessment will yield reading and mathematics assessment results for inclusion in AYP determination.

Idaho's assessment window includes six calendar weeks. The first five weeks of the testing window are considered the test administration window and the sixth week is considered the make-up window.

All LEP students in Idaho public schools are required to participate in the Plan. (LEP, when used with reference to individuals, denotes:

- Individuals who were not born in the United States or whose native language is a language other than English.
- Individuals who come from environments where a language other than English is dominant.
- Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

For accountability purposes, all LEP students are included.

All of the required subgroups, including students with disabilities and LEP students, who are enrolled in an Idaho public school for a full academic year, will be included in the performance level measures that determine AYP and accreditation status of schools.

**Evidence:**

Idaho Code §§33-1162, 33-1001 and 33-1002

Idaho State Statewide Assessment and Accountability Plan (under development)

**2.2 How does the State define “full academic year” for identifying students in AYP decisions?**

The following definition of students to be included in the Plan through the completion of a full academic year has been developed by a statewide citizen committee appointed by the Board. The definition will be included in the Plan.

For inclusion in AYP determination

A student who is enrolled continuously in the same public school from the end of the second school month through the May testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if s/he has not transferred or dropped-out of the public school. Students who are serving suspensions/expulsions are still considered to be enrolled students. A student who is enrolled continuously in the LEA from the end of the second school month through the May testing administration period will be included when determining if the LEA has achieved AYP. A student who is enrolled continuously in a public school within Idaho from the end of the second school month through the May testing administration period will be included when determining if the state has achieved AYP.

**Evidence:**

Idaho Statewide Assessment and Accountability Plan (under development)

### **2.3 How does the State determine which students have attended the same public school and/or LEA for a full academic year?**

The following definition of students to be included in the Plan through the completion of a full academic year has been developed by a statewide citizen committee appointed by the Board and will be included in the Plan.

#### For inclusion in AYP determination

All of the following student subgroups are held accountable to the AYP indicators:

- A student who is enrolled continuously in the same public school from the end of the second school month through the May testing administration period will be included in the calculation to determine if the school achieved AYP.
- A student who is enrolled continuously in the LEA from the end of the second school month through the May testing administration period will be included in the calculation to determine if the LEA achieved AYP.
- A student who is enrolled continuously in the state from the end of the second school month through the May testing administration period will be included in the calculation to determine if the state achieved AYP.

Additionally, a student is continuously enrolled if s/he has not transferred or dropped-out of the public school. Students who are serving suspensions/expulsions are still considered to be enrolled students.

Once the ISIMS is in place, every student enrolled in Idaho public schools will be given a unique identification number that will not change as long as the student is enrolled in Idaho public schools. ISIMS will use the unique student identification numbers to track student enrollment and student achievement through the students' academic years. Students not continuously enrolled for a full academic year at the school level will be included in the determination for AYP at the LEA and state levels. All students not enrolled for the full academic year at the school level will be tracked by their unique identification number at the LEA and state levels.

#### **Evidence:**

Idaho Statewide Assessment and Accountability Plan (under development)

**PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading and mathematics by no later than 2013-2014.**

**3.1 How does the state's definition of Adequate Yearly Progress require all students to be proficient in reading and mathematics by the 2013-2014 school year?**

Idaho's definition of AYP requires all students to be proficient in reading and mathematics by the end of the 2013-14 school year. It also requires all students and each subgroup to be held accountable to meet all of the academic indicators used to measure AYP (percent proficient in reading and mathematics; percent of participation in the assessments). Graduation rate for secondary schools and an additional academic indicator for elementary and middle schools will also be used to determine if a school has made AYP. (See Chart 4.)

The Board approved the Idaho definition of AYP in February 2003, for submittal approval to the United States Department of Education.

**Chart 4. Accountability Subgroups and Academic Indicators**

	Academic Indicators		Participation Rate		Graduation / Additional Academic Indicator *
	Reading % Meeting Standard	Mathematics % Meeting Standard	Reading	Mathematics	
All Students					
Economically Disadvantaged					
R/E White					
R/E Black					
R/E Hispanic					
R/E Asian					
R/E Am. Indian/Alaskan					
Students with Disabilities					
LEP Students					

\* The school and LEA will not be required to disaggregate graduation rate and the additional academic indicator data into the subgroups for accountability unless the school and LEA are using the "Safe Harbor" provision to achieve AYP.

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All subgroups identified in Chart 4 will be held accountable to the academic indicators of reading and mathematics participation rate. Graduation rate and an additional academic indicator will also be used to determine AYP. Idaho will use Spring 2002-2003 ISAT scores as the baseline for calculating AYP. A timeline will be established for public schools to reach the goal of 100% of students proficient in reading and mathematics by the end of the 2013-14 school year. Annual intermediate goals will be established beginning in the 2004-05 school year with subsequent goals in 2006-07, 2008-09 and 2010-11 to assure increases in the percent of students proficient in reading and mathematics.

As Idaho defines annual intermediate goals, the first increase is expected in 2004-05, followed by incremental increases to assure that Idaho public schools and LEAs meet the goal of 100% proficiency in 2013-14. Setting 2004-05 as the date for the first expected increase corresponds with the expected impact of current state interventions at the elementary level using research-based reading strategies and professional development initiatives. By 2004-05, Idaho expects assessment results, especially at grade levels 3 and 4, to begin to reflect the successful implementation of these initiatives.

**GROWTH OBJECTIVE ("Safe Harbor" Provision)**

If any student subgroups do not meet or exceed the Idaho's annual measurable objectives, the public school or LEA may be considered to have achieved AYP if the percent of students in the non-proficient subgroup:

1. Decreased by 10% from the preceding school year on the reading and mathematics indicators.
2. Made progress on one or more of the other indicators, or is at/above the target goal for that indicator.
3. Achieved 95% participation rate.

Academic Year	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Proficiency Growth	NA	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%
Intermediate Goal	40%		52%		64%		76%		88%		100%

Assume baseline proficiency of 40%. Separate trajectories will be calculated for reading and math.

**Evidence:**

Idaho Statewide Assessment and Accountability Plan (under development)

### **3.2 How does the State Accountability System determine whether each student subgroup, public school, and LEA achieves AYP?**

The Plan bases the annual determination of whether each subgroup, public school, and LEA achieves AYP on the achievement of all students, including the following subgroups:

1. Economically disadvantaged
2. Racial/ethnic
3. Students with disabilities
4. Limited English Proficient

Idaho's AYP calculation also incorporates additional academic indicators of graduation rate (for secondary schools) and an additional academic indicator (for elementary and middle schools). (See Chart 4.)

(NOTE: For accountability purposes, the public school or LEA will not be required to disaggregate graduation rate and other academic indicator data into the subgroups unless the public school or LEA is using the "Safe Harbor" provision to achieve AYP.)

Idaho will use a decreasing trend calculation under the "Safe Harbor" provision to identify schools that failed to achieve AYP by the method outlined in Chart 5. An Idaho public school or LEA may be considered to have achieved AYP if the percent of students in the non-proficient subgroup:

1. Decreased by 10% from the preceding school year.
2. Made progress on the other academic indicators, or is at/above the target for that academic indicator.
3. Attained a 95% participation rate.



**Chart 5. “Safe Harbor” Provision for AYP Determination with Accountability Subgroups and Indicators**

	Academic Indicators		Participation Rate		Graduation / Additional Academic Indicator*
	Reading % Meeting Standard	Mathematics % Meeting Standard	Reading	Mathematics	
	Decrease by 10% that percent of students not proficient from the preceding year in the school	Decrease by 10% that percent of students not proficient from the preceding year in the school	Attained a 95% Participat ion Rate	Attained a 95% Participation Rate	Meets or shows progress toward this indicator by that sub-group
All Students					
Economically Disadvantaged					
R/E White					
R/E Black					
R/E Hispanic					
R/E Asian					
R/E Am. Indian/Alaskan					
Students with Disabilities					
LEP Students					

\* The public school and LEA will not be required to disaggregate graduation rate and other academic indicator data into the subgroups for accountability unless the public school and LEA is using the “Safe Harbor” provision to achieve AYP.

Once ISIMS is completely operational, it will collect data for students, participating schools, and LEAs using unique identification numbers and will then generate aggregate school, LEA, and state Report Cards by each of the subgroups for assessment scores, participation rates, graduation rate or other academic indicator, gender and migrant status.

Prior to the initiation of ISIMS, the Bureau of Technology within ISDE will employ its current web-based system to collect and report data for all subgroups.

**Evidence:**

Idaho Statewide Assessment and Accountability Plan (under development)

### **3.2a What is the State's starting point for calculating Adequate Yearly Progress?**

Idaho will use student scores from the Spring 2002-2003 school year ISAT test for the starting point to calculate AYP. Based on those scores, Idaho will set separate starting points for reading and mathematics for public schools with the goal of having a common starting point statewide for all public schools with similar grade configurations based on ISAT and Idaho Alternate Assessment results. These averages will be used to determine intermediate goals and annual measurable objectives.

#### **Chart 6. Calculating the Starting Point for AYP**

Two methods are provided for establishing the starting point for AYP.

- The rate of proficiency for lowest scoring student subgroup.

OR

- Rank all Idaho public schools in order according to the percent of students who scored at the proficient level or above in reading in Spring 2003. Idaho will calculate different starting points for public elementary, middle, and high schools. The same process is used to calculate the starting point for mathematics. (In Steps 1 through 5, references are made to Chart 6a, Example A, found on the following page.)
  1. In a chart similar to Example A, record the total students in the enrollment records for each school after they have been ordered based on the percent of students who scored at the proficient level or above.
  2. Beginning with the school with the smallest percent of proficient students in reading, calculate the cumulative enrollment. Referring to Example A, the cumulative enrollment for School X is 397 {200 (School Z) + 65 (School Y) + 132 (School X)}.
  3. Multiply the total student enrollment for Idaho public schools (top cumulative enrollment number) by 20 percent (.20) to find 20 percent of the total student enrollment. In the example, 20 percent of 1619 is 323.8. Rounding yields 324.
  4. Count up from the school with the smallest percent of students proficient in reading to identify the public schools whose combined school populations represent 20 percent of the total student enrollment (cumulative enrollment). From Example A, 20 percent of the total student enrollment is 324. To reach this number, the student populations from School X, School Y, and School Z are combined.

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5. Use the percent of students who scored at the proficient level in reading and mathematics from the public schools identified in Step 4. This percent is the minimum starting point for reading and mathematics. In Chart 6a, Example A, the minimum starting point is 30 percent (the percent of proficient students at School X).

Idaho will use the calculation that provides the higher starting point.

**Chart 6a. Example A**

School Name	Percent of Students Proficient in Reading and Math	Total students in enrollment records	Cumulative enrollment
School A	54 %	235	1619 (1384 + 235)
School B	40 %	400	1384 (984 + 400)
School W	38 %	587	984 (397 + 587)
School X	30 %	132	397 (265 + 132)
School Y	29 %	65	265 (200 + 65)
School Z	20 %	200	200

**Evidence:**

Idaho Statewide Assessment and Accountability Plan (under development)

Idaho's Calculations of Starting Points (when Spring 2003 assessment data is available)

**3.2b What are the State's annual measurable objectives for determining Adequate Yearly Progress?**

Idaho will establish annual measurable objectives/intermediate goals for reading and mathematics for elementary, middle, and high school grade configurations. These goals/objectives will identify a single percent of students who must annually meet or exceed the proficient level of performance on the ISAT or the Idaho Alternate Assessment.

Beginning in 2004-05, Idaho will set annual measurable objectives/intermediate goals separately for reading and mathematics. The annual intermediate goals/objectives will be used to determine AYP and serve as a guide to public schools in reaching the target goal by the end of the 2013-14 school year. The goals/objectives will be the same for all public schools and LEAs for each grade configuration. The goals/objectives may be the same for more than one year. Idaho will set the goals/objectives and use them to determine AYP for each public school and LEA by each student subgroup through 2013-14. (Refer to Section 3.1.)

**Evidence:**

Idaho Statewide Assessment and Accountability Plan (under development)

**3.2c What are the State's intermediate goals for determining Adequate Yearly Progress?**

Idaho will set intermediate goals that will be applied to all school configurations (elementary, middle, and high school.) The intermediate goals will increase in equal increments towards the goal of having 100% of students proficient in 2013-14.

**Evidence:**

Idaho Statewide Assessment and Accountability Plan (under development)

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**PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.**

**4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State makes AYP?**

Idaho currently makes annual determinations of AYP for all public schools and will include the LEA in the AYP process in 2002-03. Idaho Code requires that ISDE publish an annual report of school, LEA, and state performance. Idaho Code §18-2E-5 and the Idaho Statewide Assessment and Accountability Plan will require annual decisions before the beginning of each school year regarding school performance. All required AYP decisions for each public school and LEA will be made annually.

Information used for AYP determination includes:

- The proficiency status of each student tested in the state based on the assessment results for the student. (Each student will have a total mathematics and a total reading score and students' proficiency will be determined for each test as provided by the testing company contracted to score and report test results.)
- Whether each student has completed a full academic year at the school, LEA, or state level as determined by a comparison of the roster of students enrolled in October who were continuously enrolled through the testing window in May (Idaho students are continuously enrolled if they have not transferred or dropped out of school. All other situations constitute enrollment.)
- The number of students enrolled for a full academic year determined by comparing the number of continuously enrolled students with the number of tested students.
- The percent of students enrolled for a full academic year.
- The graduation rate for public high schools as determined by the formula indicated in Section 7.1 with information coming from the current Tenth Month Enrollment Report (June) and prior year dropout reports (by student)
- Performance rate on an additional academic indicator for public elementary and middle schools
- Disaggregated test results, percent tested, graduation rate, and other academic indicator across all required subgroups

All required subgroups will be identified based on subgroup membership indicated in the May enrollment collection. Idaho will notify schools and LEAs of any subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, other academic indicator, or graduation rate). However, if that school/LEA successfully achieves AYP for that same indicator the following year, that school/LEA will be considered to have achieved the AYP standard and will not be identified for school improvement. This approach will reduce the error of falsely identifying schools in need of improvement.

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Each school, LEA, and sub-group will be required to meet the annual objectives and intermediate goals. Each school and LEA, including all subgroups, will be required to meet the 95% assessment participation rate indicator.

Public schools will be accountable for all students who have been enrolled in the school for a full academic year. The LEA is accountable for all students who have been enrolled for a full academic year in that LEA. The State Education Agency (SEA) is accountable for all students who have been enrolled for a full academic year in state schools. (See Section 2.2.)

The decision about whether a school has achieved AYP is currently the responsibility of ISDE under the direction of the Board. All accountability decisions will be based on the information collected by ISDE through its current data collection system and then through ISIMS once it is operational, using the following electronic collections:

- Second Month Enrollment of Students (October)
- May Enrollment of Students
- Tenth Month Enrollment Report (June)
- Total Year Student Registration Record
- Assessment Results by Student

#### **Evidence:**

Idaho State Code § 33-4502

Idaho Statewide Assessment and Accountability Plan (under development)

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**PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.**

**5.1 How does the definition of Adequate Yearly Progress include all the required student subgroups?**

Idaho's definition of AYP includes measuring and reporting the achievement of subgroups of students by the indicators and subgroups that appear in Chart 7 (Accountability Subgroups and Academic Indicators). Currently, Idaho reports LEA and state performance by the required student subgroups. The Idaho Report Card can be viewed at ISDE's website:

<http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp>

Districts create Reports Cards for individual schools within their respective districts. Reports Cards are available to the public from each LEA.

**Chart 7. Accountability Subgroups and Academic Indicators**

	Academic Indicators		Participation Rate		Graduation/Additional Academic Indicator*
	Reading % Meeting Standard	Mathematics % Meeting Standard	Reading	Mathematics	
All Students					
Economically Disadvantaged					
R/E White					
R/E Black					
R/E Hispanic					
R/E Asian					
R/E American Indian/Alaskan					
Students with Disabilities					
LEP Students					

\* The school/LEA will not be required to disaggregate graduation rate and other academic indicator data into the subgroups for accountability unless the school/LEA are using the "Safe Harbor" provision to achieve AYP.

Idaho's definition of AYP requires all student subgroups to be proficient in reading and mathematics by the end of the 2013-14 school year. (See Section 3.1.)

Idaho is developing ISIMS, a data collection system, which will maintain all student, participating school, LEA, and state data. This data is disaggregated and reported for all participating schools, LEAs, and the state. When ISIMS is operational, the state will generate Report Cards for the participating schools and LEAs.



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**Evidence:**

Idaho Report Card

<http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp>

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**5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of Adequate Yearly Progress?**

Northwest Evaluation Association (NWEA), Idaho's assessment contractor, currently collects all data on all student subgroups. This data is then used to match student enrollment data with test results and other indicators to determine AYP for all required subgroups. Both school and LEA determinations of AYP are computed in this system. Each subgroup within the school or LEA must meet the objective for each indicator (assessment proficiency rate and participation rate) in order to achieve AYP.

Once ISIMS is operational, it will collect and manage student data to conduct disaggregation of data to track performance of all student subgroups.

Idaho uses a uniform averaging procedure across grade levels in a school, LEA, or state to produce a single assessment score for reading and a single assessment score for mathematics. Using this data, ISDE will determine the starting points that will be applied to the three grade configurations: elementary, middle, and high school. Beginning in 2003, starting points will determine intermediate goals and annual measurable objectives for schools at those grade configurations. (See Section 3.1) Additionally, Idaho will apply the 95% participation rate to student subgroups, and graduation rate, and an additional academic indicator to the entire school level to complete the determination of AYP.

For AYP determination, the other academic indicator calculation will be used for accountability at the school/LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the "Safe Harbor" provision to achieve AYP for the achievement indicator, the other academic indicator standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

Idaho will notify public schools and LEAs of any subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, other academic indicator, or graduation rate). However, if that school/LEA successfully achieves AYP for that same indicator the following year, that school and LEA will be considered to have achieved the AYP standard and will not be identified as a school in need of improvement. This approach will reduce the error of false identification of schools in need of improvement based on that standard.

The Idaho Report Card will chart the progress of all groups of students and the status of each group in relation to annual measurable objectives based on the percent of students at the proficient level for reading, mathematics, the participation rate, and other academic indicators. ISDE will provide the participating school, LEA, and state with the annual Report Card by the end of September with results that reflects this assumption.

**Evidence:**

Idaho State Board of Education Policy

Idaho Statewide Assessment and Accountability Plan (under development)

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**5.3 How are students with disabilities included in the State's definition of Adequate Yearly Progress?**

All Idaho public school students with disabilities are required to participate in the Plan as defined under Section 602(3) of IDEA and Board policy. Board policy also outlines the inclusion in the accountability formula all students with disabilities who have been enrolled in a public school for a full academic year. Students with disabilities participate either in the ISAT, with or without accommodations and adaptations, or in the Idaho Alternate Assessment. The results for the students with disabilities will be included in all AYP determinations.

Idaho will notify schools and LEAs of the student with disabilities subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, graduation rate, or the performance rate on the additional academic indicator. However, if that school and/or LEA successfully achieves AYP for that same indicator the following year, that school and/or LEA will be considered to have achieved the AYP standard and will not be identified for school improvement based on the AYP standard.

Idaho has identified four performance levels for the alternate assessment to ISAT. The alternate test is comprised of custom-developed assessments that include multiple measures aligned to the content areas of reading and mathematics. The Alternate Assessment to the ISAT is aligned with the state-adopted academic content standards and results are reported using extended academic achievement (or performance) standards for grades 2 through 10. The assessments will be administered in grades 2 through 10. All students are assessed at the grade at which they are enrolled and results are provided for all students at the grade at which they are enrolled. The percent of students in the Alternate Assessment to ISAT will not exceed 1% of all students in the grades assessed at the LEA and the state levels.

Students' scores from the Idaho Alternate Assessment will be aggregated with those from the ISAT for all students and each subgroup. The following process will be used to aggregate the scores from the Idaho Alternate Assessment with those from the ISAT for the school, LEA, and state results.

The number of students scoring at each level of the alternate assessment will be added to the corresponding level from the ISAT test with the aggregate number used to compute Idaho proficiency rates. Only 1% of the scores from the Alternate Assessment will be considered proficient in this aggregation.

All of the required subgroups, including students with disabilities, who are enrolled in an Idaho public school for a full academic year will be included in the performance measures that determine AYP and accreditation status of schools, and the approval status of LEAs according to Board policy.

**Evidence:**

Idaho State Board of Education Policy

Idaho Statewide Assessment and Accountability Plan (under development)

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**5.4 How are students with limited English proficiency included in the State's definition of Adequate Yearly Progress?**

All LEP students in Idaho public schools are required to participate in the Plan using appropriate accommodations and modifications. Idaho is considering administering ISAT in Spanish. LEP, when used with reference to individuals, represents:

- Individuals who were not born in the United States or whose native language is a language other than English.
- Individuals who come from environments where a language other than English is dominant.
- Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

Additionally, Board policy will outline the inclusion of all LEP students who have been in an Idaho public school for a full academic year in the accountability formula. However, all LEP students will be assessed regardless of period of time at school. The policies and documents will be revised to reflect the changes in the Plan.

All of the required subgroups, including LEP students, who are enrolled in an Idaho public school for a full academic year will be included in the performance level measures that determine AYP and accreditation status of schools, and the approval status of schools, LEAs, and the state.

Idaho will notify schools and LEAs of the LEP subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, other academic indicator, or graduation rate). However, if that school and/or LEA successfully achieves AYP for that same indicator the following year, that school and/or LEA will be considered to have achieved the AYP standard and will not be identified as a school in need of improvement based on the AYP standard.

Board policy will address the participation of LEP students in the Plan. Board policy will also outline the criteria that a school-based team must evaluate each individual LEP student to determine the appropriate participation in the ISAT. LEAs may approve assessment with accommodations and modifications on a case-by-case basis for individual students.

For an LEP student who is also identified as a student with disabilities under IDEA, the IEP team will determine whether the student participates in the ISAT or meets the criteria for the Idaho Alternate Assessment.

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**Evidence:**

Idaho State Board of Education Policy

Idaho Statewide Assessment and Accountability Plan (under development)

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**5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?**

Reporting Purposes

ISDE's minimum "n" for reporting is 10 students. Idaho Report Card does not report student data for less than 10 students. In addition, when the cell being reported is greater than 95% or less than 5%, only the symbols >95% or < 5% will be reported. This will further reduce the possibility of inadvertently identifying information about individual students.

Board policy will outline the achievement performance measures for reporting the school's total students and each subgroup (migrant students, student gender, students with disabilities, LEP students, economically disadvantaged students, race/ethnicity to include white, black, Hispanic, Asian/Pacific Islander, and Alaskan/Native American), which contains 10 or more students.

Accountability Purposes

ISDE's minimum "n" for accountability is 34 students. The minimum "n" of 34 will apply to ISAT test scores. ISDE examined the impact of the various "n" values that are statistically defensible for making valid and reliable AYP decisions. The "n" value of 34 provides confidence intervals of .05 and a power of .80, both of which are statistically acceptable.

For a comparative perspective, the following chart shows the impact of various "n" values on the number of schools that would be excluded at each value.

Fall Enrollment	Number of Schools	Elementary	Alternative/ Secondary	Juvenile Correction	Exceptional Child
≤ 50	66	29	27	7	2
≤ 40	60	27	23	7	2
≤ 34	51	25	17	6	2

As the chart illustrates an "n" of 34 includes 15 schools in the calculation that would not be reported with an "n" of 50. Idaho has a very homogeneous student population. Approximately 86% of students are white, 11% are Hispanic, and 3% is identified as Black, Asian, or American Indian.

With an "n" greater than 34 the probability is high that whole subgroups of the population would be excluded from performance calculations. Idaho will use grouping techniques consistent with federal guidelines to group students across grade-level averaging to reach reportable student numbers.

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Board policy will outline the achievement performance level measures for accountability as the “school’s total students and each subgroup (students with disabilities, Limited English Proficient, economically disadvantaged, and racial/ethnic to include white, black, Hispanic, Asian/Pacific Islander, and Native American) that contains 34 or more students.”

**Evidence:**

Idaho Statewide Assessment and Accountability Plan (under development)

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**5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?**

Idaho uses a minimum “n” of 10 for reporting of school and LEA results. This minimum is acceptable for Family Educational Rights and Privacy Act (FERPA) requirements. Additionally, the Board policy assures the privacy rights of all students.

Individual student results are not public record. In order to assure that individual students cannot be identified, school results are not publicly reported or displayed when the number of students in a subgroup is less than 10. Asterisks will be used on the Idaho Report Card when data has been suppressed.

Results greater than 95% will be reported as “> 95%” and results less than 5% will be reported as “< 5%” in order to prevent reporting information that would violate the privacy of individual students.



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**PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.**

**6.1 How is the State's definition of Adequate Yearly Progress based primarily on academic assessments?**

Idaho's definition for AYP is based primarily on reading and mathematics assessments for all student subgroups. The 2002-2003 test results will be the baseline data years for the assessment indicators.

To achieve or exceed AYP, all student subgroups are required to meet the state's definition of proficient for reading and mathematics by the 2013-14 school year. Beginning in the 2003-04 school year, each school and LEA will be required to increase the percent of students who are at the proficient level in that school or LEA consistent with intermediate goals, based on 2002-2003 baseline data.

The assessments that will be used to determine AYP calculations for schools and LEAs in Idaho are designated by "X" and on the following chart:

**Chart 8. Idaho's Accountability Assessments**

Grade	ISAT	
	Reading	Mathematic
K		
1		
2	X	X
3	X	X
4	X	X
5	X	X
6	X	X
7	X	X
8	X	X
9	X	X
10	X	X
11		
12		

The same performance level standards will be applied to public schools and LEAs, disaggregating the data into the federally-defined subgroups to determine the minimum percent of students at or above the state's identified proficient performance level for the respective grade spans using the starting point calculations outlined in Chart 6. These calculations will identify the percent of students achieving AYP for 2003-04; determine AYP intermediate goals/annual objectives based on state performance through 2013-14; and determine annual growth objectives based on school performance up to 2013-14.

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In addition to meeting the 95% assessment participation rate, a graduation rate will be used as an indicator for public high schools and an additional academic indicator (to be determined by the Board) will be used for elementary and middle public schools as indicators for determining AYP.

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**PRINCIPLE 7.** State definition of AYP includes graduation rates for public high schools and an additional indicator selected by the state for public middle and public elementary schools (such as alternative performance measure rates).

**7.1 What is Idaho's definition for public school graduation rate?**

For Idaho, the graduation rate is measured using the number of students who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years. As per final regulation 200.19 (B), Idaho will include a provision for students with disabilities that allows the IEP team to determine the standard number of years for graduation. The number of high school graduates and dropouts by grade has been reported to ISDE for the last five years.

Idaho uses the formula for graduation rate from the National Center for Educational Statistics (NCES). Graduation rate (G) is defined by NCES as the proportion of students that begin ninth grade and go on to complete twelfth grade with a diploma or any other form of completion certificate **except** high school equivalencies (GED):

$$G = c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^9}$$

Where

- G = graduation rate.
- $c_{st}^{long}$  = four-year completion rate for state s at year t.
- $g_{st}$  = number of high school completers at year t.
- $d_{st}^{12}$  = number of grade 12 dropouts at year t.
- $d_{s(t-1)}^{11}$  = number of grade 11 dropouts at year t-1.
- $d_{s(t-2)}^{10}$  = number of grade 10 dropouts at year t-2.
- $d_{s(t-3)}^9$  = number of grade 9 dropouts at year t-3.

The Board will establish the graduation rate standard. Schools will be considered as having achieved AYP if they meet or exceed the standard or if they have made improvement toward the standard.

For AYP determination, the graduation rate calculation will be used for accountability at the school/LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the "Safe Harbor" provision to achieve AYP for the achievement indicator, the graduation rate standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

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While the state can calculate the graduation rate for the student population as a whole, the current method of data collection does not allow for disaggregation of data by subgroups. Implementation of ISIMS will facilitate the calculation of subgroup graduation rates for “Safe Harbor” determinations by the 2006-07 school year. In the interim, the Board will approve an additional academic indicator, such as the current language arts ISAT or a student growth assessment such as the Compass Learning Assessment Program as a proxy for graduation for disaggregation purposes.

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**7.2 What is the State's additional academic indicator for public elementary schools and public middle schools for the definition of AYP?**

The Board intends to incorporate an additional economic indicator to be used as an additional academic measure for "Safe Harbor" calculations. Two potential measures are the current language arts ISAT or a student growth assessment such as the Compass Learning Assessment Program. Each of these measures can be disaggregated for use with identified subgroups.

The Board will, in policy, identify the appropriate standard and a performance rate. Schools will be considered as having achieved AYP if they meet or exceed the standard or if they have made improvement toward the standard.

For the AYP determination, the other academic indicator calculation will be used for accountability at the school/LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the "Safe Harbor" provision to achieve AYP for the achievement indicator, the other academic indicator standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

**Evidence:**

Idaho State Board of Education Policy

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**7.3 Are the State's academic indicators valid and reliable?**

Idaho has defined academic indicators that are valid and reliable as demonstrated by the use of clear definitions (e.g., United States Department of Education-recommended calculation formulas) for data elements and the statewide collection and analysis of data by the Board and ISDE. Idaho is currently developing ISIMS, which will provide a consistent warehouse for data collection and analysis. The Board and ISDE review data submitted by LEAs, including school/LEA graduation and other academic indicators, and publishes the information in school/LEA/state Report Cards. All databases are monitored to verify the accuracy of data.

Idaho's graduation rate calculation is consistent with the NCES calculation. Idaho will include a provision for students with disabilities IEP team to determine the standard number of years for graduation.

Idaho has contracted with outside vendors to conduct an independent reliability and validity studies of ISAT reading and mathematics assessments. Additionally, Northwest Regional Education Laboratory (NWREL) is conducting alignment studies to assure that the tests are aligned to Idaho's Achievement Standards. Educators from each part of the state will be involved in ongoing item writing and test development to provide fresh test items for each testing session. Alignment study results will be used to guide the items writing sessions and assure that alignment is maintained. The alternate assessment will be independently analyzed to assure validity and alignment.

**Evidence:**

Idaho State Board of Education Policy

Idaho State Department of Education website for Idaho Report Card

<http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp>

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**PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.**

**8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?**

For accountability purposes, using the ISAT, achievement in reading and mathematics are measured separately. (See Chart 4.) During the 2002–03 academic year Idaho has implemented the ISAT assessment program on a statewide basis.

State reading and mathematics starting points for all student groups will be calculated separately using data from Idaho's Plan. The starting points will be calculated using data from all Idaho public schools.

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**PRINCIPLE 9. State Accountability System is statistically valid and reliable.**

**9.1 How do AYP determinations meet the State's standard for acceptable reliability?**

Idaho will provide the process that creates evidence that the Plan for AYP is reliable in accordance with the terms of the Compliance Agreement with the US Department of Education. The reliability of the Plan determinations will be assured through:

- Uniform averaging of scale scores across grade levels within the school and LEA to produce a single school or LEA score.
- Multiple year averages to determine reading and mathematics proficient levels of performance for rating public schools. 2002-03 scores will be used as baseline for determining starting point. Idaho will establish the trajectory of intermediate goals and all annual objectives beginning in 2004-2005.
- Statistical tests to support the minimum "n" decision.

Initially a minimum subgroup size of 34 will be used for accountability. When assessment data from the ISAT is available, confidence intervals based on ISAT will be examined to determine the level at which subgroups will be held accountable.

- Methods for determining an acceptable level of reliability for consistent decisions about standards alignment for two years.
- "Safe Harbor" provision and evidence that this rule increases reliability of decisions about schools.

**Evidence:**

Assessment Data analysis from ISAT



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**9.2 What is the State's process for making valid AYP determinations?**

Idaho's Plan is designed for construct validity and consequential validity.

Reliable assessments aligned with content standards will result in accurate identification of schools and LEAs in need of improvement. Accurate data collection and reporting will support the inferences drawn from the System. Schools and LEAs will have access to an appeals procedure following preliminary identification.

In order to increase the validity of accountability decisions, Board policy will include the following Appeals Process:

1. The Idaho State Board of Education determines preliminary identification of all schools and LEAs that have not met AYP according to the state criteria. The LEA will notify Title I schools who are identified for school improvement.
2. Within 30 days of preliminary identification, the agency (LEA/school) reviews its data and may challenge its identification. The agency (LEA/school) not meeting AYP may appeal its status and provide evidence to support the challenge to the agency making the identification (Idaho Board of Education or LEA).
3. No later than thirty days after preliminary identification, the identifying agency reviews the appeal and makes a final determination of identification for school improvement.

A valid and reliable accountability system has been designed for the ISAT assessment program that includes the requirements of NCLB. The new accountability system will be designed to create the most advantageous balance of 1) reliable results, 2) public confidence in the results, 3) including all public schools in the accountability formula, and 4) capacity building and development of resources to serve Idaho students and schools.

As the new Idaho Accountability System is implemented, Idaho will regularly examine the validity and reliability of the data related to the determination of AYP and decision consistency for holding public schools and LEAs accountable within this system. Updated analysis and reporting of decision consistency will be shared with the public at appropriate intervals.

**Evidence:**

Idaho State Board of Education Policy

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**9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessment?**

As a Title I Compliance Agreement state, Idaho will use the ISAT on-grade-level tests and the Plan as the basis for development of annual measurable objectives determined by the computations for AYP during the transition period of 2002-03. Scores derived from the administration of the ISAT will be used to determine AYP for Idaho schools.

ISAT is delivered in either a computer or paper and pencil format. During the Spring 2002-03 test administration period, 94% of Idaho's schools delivered the test via computer. Online administration of the test increases accuracy and reliability of test results. New assessments that are implemented as part of the Plan (i.e., science) will employ similar computer adaptive technology to assure consistent accuracy and reliability.

The performance of new public schools will be tracked with student identification numbers on the ISIMS data collection system, once it is operational. The ISIMS system will immediately provide, all student results. Students attending new public schools for the first year will be included in the LEA and state levels for AYP determinations.

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**PRINCIPLE 10.** In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95 percent of the students enrolled in each subgroup.

**10.1 What is the State's method for calculating participation rates in the state assessments for use in Adequate Yearly Progress determinations?**

NCLB requires that a **minimum** of 95% of students enrolled in public schools as well as 95% of students in **each** subpopulation take the test. The 95% minimum precludes public schools from shielding low-scoring students in subpopulations from AYP accountability. Failure to include 95% of students automatically identifies the school as not having achieved AYP. The 95% determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the March enrollment report (1<sup>st</sup> Friday in March):

$$\frac{T}{E} \geq .95$$

Where

T = number of students tested.

E = number of enrolled students reported for the March Average Daily Attendance reporting period.

**Evidence:**

Idaho State Board of Education Policy

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**10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?**

For determining AYP, Idaho will apply the 95% of total enrollment participation requirement for grades tested for all schools and subgroups unless the subgroup has less than the minimum "n." For subgroups less than the minimum "n," the 95% assessed requirement will be applied at the LEA and state levels.

	Permitted		n Tested	% Tested
	n	Absences		
The 95% participation requirement allows little room for extenuating circumstances when small groups of students are involved. The 95% participation requirement means that all students must be tested when the number of students is less than 20 and no more than one student can miss the test when there are between 20 and 34 students. Even schools and LEA that are passionate about test participation will encounter circumstances that prevent students from taking the test such as extended illness or injury. The 95% participation requirement for groups of 34 is 32 students. Only 2 students may miss that test. For all districts, schools, and subpopulations with n<34, the participation requirement will be reduced according to the schedule in this table.	33	2	31	94%
	32	2	30	94%
	31	2	29	94%
	30	2	28	93%
	29	2	27	93%
	28	2	26	93%
	27	2	25	93%
	26	2	24	92%
	25	2	23	92%
	24	2	22	92%
	23	2	21	91%
	22	2	20	91%
	21	2	19	90%
	20	2	18	90%
	19	2	17	89%
	18	2	16	89%
	17	2	15	88%
	16	2	14	88%
	15	2	13	87%
	14	2	12	86%
	13	2	11	85%
	12	1	11	92%
	11	1	10	91%
	10	1	9	90%
	9	1	8	89%
	8	1	7	88%
	7	1	6	86%
	6	0	6	100%
	5	0	5	100%
	4	0	4	100%
	3	0	3	100%
	2	0	2	100%
	1	0	1	100%
	0			

Minimum required participation for all n < 34 districts, schools, and subpopulations